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ABSTRACT

This paper reports on research evaluating a faculty development program, Creating a Collaborative Learning Environment (CCLE), at the University of Wisconsin-Madison. The study combined a contextual study to examine historical data and three case studies with participant verification. CCLE is a voluntary professional development program designed to encourage faculty collaboration. It has two stages of participation: stage 1 is a year-long commitment to meet weekly with a team of seven to nine fellow faculty for readings and activities leading to the development of a consensus diagram of the learning environment; in stage 2, faculty are involved either in direct classroom implementation of innovations mentored and observed by other team members or in an in-depth study of a topic. The contextual study analyzed more than 250 interview transcripts with faculty CCLE participants during the program's first three years and found that faculty work was usually seen as competitive and isolated. The case studies are each reported in terms of three common themes: (1) developing personal awareness; (2) articulating the process of collaboration; and (3) expanding the scope. Results are also interpreted in the context of cycles of organizational change. (Contains 40 references.) (DB)

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A Movement Approach to Organizational Change

Understanding the Influences of a Collaborative Faculty Development Program

Christopher Carlson-Dakes
Katherine Sanders

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A Movement Approach to Organizational Change

Understanding the Influences of a Collaborative Faculty Development Program

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Introduction

Change in an institution so rich in tradition like higher education requires that we overcome a tremendous amount of resistive inertia. Often times, it is easier to not disrupt the status quo and stick with business as usual which can result in a sense of comfort and a feeling that we have all the answers. But what happens when we ask ourselves, *What do we lose when we proclaim that we have all the answers? What is missing when there is nothing missing?*

In the process of explicating and questioning organizational norms and basic practices we can turn the organization upside down and break it up. As we are forced to make new connections to put it back together, we open up new possibilities which can renew our approach to the way we think, work, and interact, and previously inconceivable solutions to existing problems can now be developed. It takes considerable time, energy, and effort to address the large scale problems of reform in higher education, but with efforts from a core of motivated and innovative individuals, a movement toward change can occur.

A unique faculty development program at the University of Wisconsin-Madison, Creating a Collaborative Learning Environment (CCLE) has created a space for such movement to occur. Faculty from across campus volunteer to participate in CCLE where they collaborate in a safe environment, learn from each other, question their assumptions about themselves, their students, and the institution, and begin to address issues of reform in higher education. Our research indicates that CCLE has been very successful in developing and maintaining positive change for faculty participants with regard to their teaching (Sanders, Dettinger, Hajnal, & Squire, 1995). We have also found that the pull between competing, and often times conflicting roles of teaching, research, and service creates a stressful situation (Cooper & Marshall, 1976; Sorcinelli & Gregory, 1987; Seldin, 1987; Lawrence, 1994). This is exacerbated by the fragmented and isolated organizational structure which limits the amount of social support and collegiality among faculty.

We are now beginning to see early stages of a movement in which faculty take the process of CCLE into areas of their work outside of teaching to address some of the issues of isolation and role conflict. Additionally, our research has found that a new language is used as faculty engage in conversations with other CCLE faculty who have also gone through the process of collaborative professional development. This results in faculty interacting with each other in new ways and taking new approaches to their work. As Bean (1998) states, "if faculty members can talk of their work in

a new way, they can work in a new way." These new approaches to work facilitate deep, sustained, and what we consider positive moves in the direction of reform of higher education.

The purpose of this study was to understand the scope of influences CCLE has had on its participants and the surrounding work environment. The overall design of the study used a combination of a contextual study to understand the breadth and scope of historical data, and three case studies with participant verification to understand the process in more detail. This paper will present a model of the process by which many faculty have transformed their approach to work and have adapted CCLE into their non-teaching roles.

FACULTY CULTURE AND THE IMPORTANCE OF SOCIAL SUPPORT

Understanding the culture in which faculty work is an important element in understanding the process by which changes occur. Cultures are made up of sets of beliefs, norms, and assumptions that are so widely accepted by the majority that they often times go unnoticed until someone or something sparks an interest in challenging them. CCLE has provided a forum for over 130 faculty from across campus to question the cultural norms, and has created opportunities for them to channel their energies to create positive change in the nature of their work. From these efforts, many have become significant contributors to the slowly developing movement toward organizational change on campus.

Throughout history, as the university structure has evolved, the roles of faculty have changed from solely a teaching role to one which now also includes research and service. With these changes, faculty work has become increasingly fragmented, isolated, and competitive, and faculty stress has become a national phenomenon (Seldin, 1987; Melendez & de Guzman, 1983; Peters & Mayfield, 1982; Baldwin & Blackburn, 1981; and Bess, 1982). Occupational stress is considered to be one of the ten leading work-related health problems in the United States (Blix et al., 1994). Faculty stresses arise from trying to balance teaching and institutional expectations for research and service while retaining time for family and personal pursuits. Time is a critical component of work, and not enough of it seems to be a chronic problem which has become one of the norms of faculty culture (e.g. Schriber & Gutek, 1987; Graham, 1981). Gmelch (1984) concluded that 60 percent of the total daily stress of faculty could be attributed to their work. A large contributor to this was inadequate time.

In response to these findings concerning stressful faculty work, Lawrence (1994) asks, "What kinds of pressure are created by the time-related normative expectations that predominate [faculty work] and to what extent do they foster or hinder faculty productivity?" One implication of inadequate time is isolation and alienation of faculty work which is partially a consequence of the isolated and fragmented university structure. This interferes with the development of collegial relationships and collaborative work. Lack of mutual respect and rapport among faculty members is

also reported as a significant stressor in faculty work (Seldin, 1985). In many instances, the university culture goes so far as to discourage collaborative ventures because of the time involved, the logistics of individual accountability, and the unspoken work ethic of competition and individual productivity.

One approach commonly used to "institutionalize" social interactions is to use models of participatory management. Participation, in its many forms, has been shown to be beneficial with respect to increased motivation, enhanced qualitative and quantitative performance and productivity, increased employee satisfaction, rapid implementation of change, and increased acceptance of change (Smith, 1994; Lawler, 1986; Gardell, 1977). Despite these indications that participation is a useful, beneficial approach to workplace design, there is relatively little theoretical basis addressing the issue of *how* it should be implemented, or the specific principles which provide the structure to make it work in a particular setting. Thus, we are left with a void of wanting to implement something, but not being equipped with the skill, knowledge, and experience to do so.

In the following pages, it will be presented that many of the stressors which characterize faculty work can be mediated by developing a more holistic approach to work which encourages and accepts alternative perspectives and approaches to work. This includes developing collaborative and respectful relationships with colleagues, and taking time to step back and be reflective about your individual approach to work. Through time, this approach may result in a healthier, more fulfilling work environment for the individual, and a movement toward reform for the organization.

VISION TO THE FUTURE OF FACULTY WORK: A HOLISTIC APPROACH

How can we learn from what we have experienced to develop ways to create a healthier working and learning environment? A more holistic approach to faculty development can lead to restructuring the approaches faculty take in their work to incorporate a more collaborative, inclusive, and collegial work environment. New efforts by faculty and faculty developers must move beyond generating patchwork solutions for existing programs which have either failed or have been only moderately successful. We must strive for fundamentally new approaches to thinking about faculty work. As Eugene Rice (1996) writes,

> I am becoming increasingly persuaded that it is time to take a transformative approach to the way we think about faculty work and the structure of the academic career. What is needed are new ideas, fresh conceptions of faculty work, ones that reunite institutional and personal endeavor and bring wholeness to scholarly lives.

It is difficult to overcome the resistive inertia of the status quo and focus on fundamental changes in work while operating in a stressful environment with limited time, energy, and resources to take on new initiatives and develop new approaches. As Rice (1996) and Damrosch (1995) point out, collaboration and professional autonomy are not necessarily incompatible. Each can benefit

from the other, and a culture of cooperation, collaboration, and collegiality can grow up alongside the culture of competition and isolation in a manner which complements it rather than replaces it. The gradual acceptance of multiple approaches to work can contribute to the richness of faculty work creating an environment conducive to creative exploration of new and innovative scholarly ventures. Transformative shifts on a large scale will evolve slowly as new approaches are discovered, considered, and adopted or discarded. But the question remains, "how do we transform our concept of faculty work to change the organization?"

APPROACHES TO FACULTY DEVELOPMENT

Faculty rarely receive sustained, deep, and formalized job training designed to help them enhance their work experience. Many professional development programs revolve around teaching workshops, individual consultations, sabbatical leaves, research grants, professional enhancement stipends, release-time, and monetary or recognition awards to encourage independent pursuits of individual development (Chauvin & Eleser, 1996). As a result, participants in these programs pursue efforts in which they remain situated in an environment isolated and removed from the larger context in which they work. Crafton (1997) states, "Teacher inquiry cannot thrive in a context that is characterized by teacher isolation."

Even faculty development programs which are considered to be highly interactive, self-reflective, and collaborative are still variations of the traditional model (e.g., Simpson & Jackson, 1987; Gravett, 1996; Chauvin & Eleser, 1996). They continue to be structured around working groups which are too large for in-depth conversations to take place, and they try to compress too many activities and ideas into a relatively short period of time. Many also provide external incentives to participate (release time, stipends, etc.) which may send a message to faculty that this is not part of their regular work activities, but is instead something extra. Joyce and Showers (1988) found that if participants took an active part in their development and had the opportunity to direct their learning and growth, the percentage of changes implemented could drastically increase. Unfortunately, some of the least commonly used practices are considered to be the most effective (Konrad, 1983). Perhaps they are least commonly used because of the resistance the programs encounter, the time commitment they require, and the individual risk involved in being part of an innovative program which challenges the status quo.

CCLE's approach to faculty development

CCLE is commonly mistaken to be a program designed to develop collaborative learning among students. While collaborations among students is one objective, more fundamentally, CCLE strives to create collaborations between *faculty* as they themselves experience learning in a new and challenging environment which is then translated into the classroom. The theoretical approach and

applied structure of CCLE evolved out of Sanders' (1993) dissertation and is based on theories of job enrichment (Herzberg, 1974), job characteristics theory (Hackman & Oldham, 1975), action research (Lewin, 1947), and participative management (Lawler, 1986).

CCLE is a grass-roots, voluntary professional development program which centers around the construction of knowledge in faculty teams. It is not a program instituted in a hierarchical manner which, we are told, has resulted in the development of a uniquely safe environment in which ideas are shared more openly than other settings faculty typically encounter. The faculty participate in a collaborative *process* designed to help them develop collaboration skills, an understanding of the learning process, and an appreciation for the need for change in teaching content, approach, and curriculum. It also provides a structure through which changes can be implemented and innovative ideas supported on a continuous basis (Sanders, et. al, 1997).

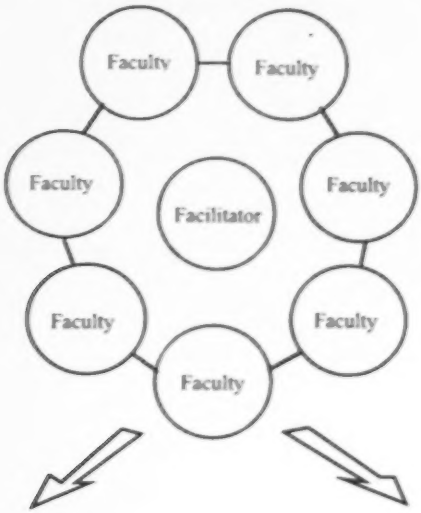
The program has two stages of participation designed to provide a support structure for group learning, exposure to general educational information, and preparation for practitioner action in the classroom (see Figure 1). Stage 1 is a year long commitment to meet weekly for 1.5 hours with a team of seven to nine faculty and a facilitator. Early activities and discussions revolve around introductory educational literature which are followed by activities designed to draw upon their own experiences as learners and help the group arrive at a consensus diagram representing their concept of the learning process.

If they choose, faculty who finish Stage 1 can continue their work in Stage 2 in which they again meet weekly and work with a facilitated team. They have two options for Stage 2 teams. One is a "Classroom Experimentation" team designed to provide a framework for planned implementation of classroom innovations, mentored and observed by other team members. The second type of team is an "Advanced Learning Team" where the faculty collaborate on an in-depth study of a topic of the group's choice (e.g. gender issues in teaching, teaching large classes, developmental assessment, student motivation, and critical thinking). The topics and participants of Stage 2 teams change each semester, so faculty often continue their commitment to their development by maintaining their involvement in the program for several semesters. In fact, over 50% of those eligible to participate in advanced stages of CCLE have chosen to do so.

CCLE teams have provided a spark for many faculty and departments to begin discussions about alternative approaches to teaching as well as reconceptualize their overall work. We have seen significant changes for many at the individual level. As the individuals develop, form community and diffuse their ideas outward to their colleagues, we are beginning to see changes in the complexion of faculty work on campus as the organization changes.

CREATING A COLLABORATIVE LEARNING ENVIRONMENT

Stage 1: **Facilitated Learning Teams**



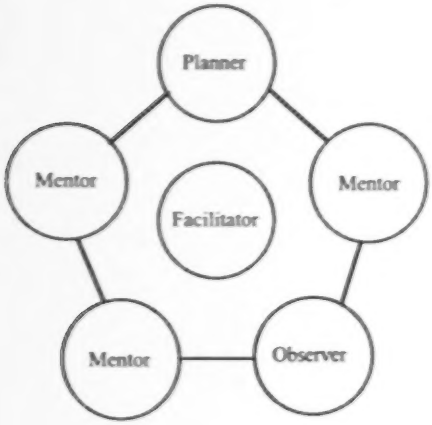
Emphasis: in-depth study of learning and collaboration skills

Meeting Frequency: 1.5 hours weekly for one academic year

Activities: team project-construction of collaborative diagram of learning process

Stage 2:

Classroom Experimentation Teams

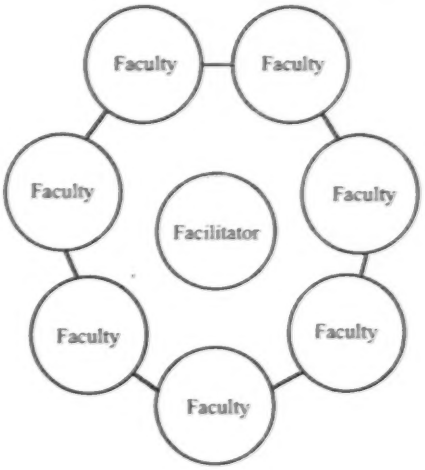


Emphasis: planned implementation of innovative classroom experimentation

Meeting Frequency: 1 hour a week for either one or two semesters

Activities: individual planning and mentoring of colleagues

Advanced Learning Teams



Emphasis: in-depth study of a topic of the team's choice

Meeting Frequency: 1 hour a week for one academic year

Activities: focused team project of their choosing

Figure 1: Structure of CCLE

APPROACHES TO ORGANIZATIONAL CHANGE

Sociologists refer to organizations in which most activities are carried out by individuals as *loosely coupled,* meaning that there is little need for people to work together and rely on each other. The isolation common in faculty work is indicative of just how loosely coupled universities tend to be. As such, we feel that large scale organizational change must begin with the individual. Efforts by someone in a traditional leadership position (e.g. a dean, department chair, or committee chair) to introduce a new policy encouraging collaboration among a group of loosely coupled faculty will lead nowhere unless there is sufficient understanding among a core of individuals of the value of such an approach. Rather than coming from the top, what is needed are new "leaders" taking on non-traditional forms of leadership to instigate change.

Parker Palmer (1992) addresses an alternative concept of leadership when he makes the distinction between the organizational approach and the movement approach to change. The organizational approach is based on the existing bureaucracies and pits traditional patterns of hierarchical power against each other. This approach often times results in resistance by both those in power, and those trying to obtain it.

In the movement approach, however, "resistance is merely the place where things begin." If the belief in the movement is strong enough, opposition further validates the idea that change must happen. For those advocating change, the logic of the organization must be temporarily set aside as the movement grows outside of the organizational boundaries, only to return with more conviction to change. Rather than focusing on attacking and changing others, you start by questioning and challenging yourself. Palmer defines four stages in a movement which have served as a framework for the inter-related, overlapping nature of this study. They are:

1. Isolated individuals decide to stop leading "divided lives";
2. These people discover each other and form groups for mutual support;
3. Empowered by community, they learn to translate "private problems" into public issues;
4. Alternative rewards emerge to sustain the movement's vision, which may force the conventional reward system to change.

The first stage is strong on many campuses. It is common for individuals to become frustrated with the system and make the commitment to rethink their individual approach to work. Unfortunately, the loosely coupled organization does not support the movement to stage two of discovering each other, and small pockets of efforts often occur in isolation. This is where the traditional system of professional development breaks down, and good intentions are left as ideas with no movement, their issues never become public, and there is no sustained effort to change the conventional system. The manner in which faculty work is currently designed, and the organizational structure common at many universities is not conducive to moving through these stages for change. This study is a step in the direction of understanding the process of moving through the stages.

STUDY DESIGN

The overall design of the study was based on a three phase approach in which each phase informed the next. Phase 1 was a breadth study designed to incorporate the large amount of existing data we had before the study began. Phase 2 was framed by the findings of Phase 1 and focused on three case studies of participants who had demonstrated definitive changes in the way they approach their work. Finally, the participant verification obtained in Phase 3 was used as a means to solicit feedback of the analysis of Phase 1 and 2. This three phase approach encompasses a combination of breadth, depth, and verification which utilizes historical data to guide the direction of new data collection.

Phase 1-Contextual study of historical data

Phase 1 was designed to gather themes from the more than 250 interview transcripts from the first three years of the program. The existing data was used to gain a broad contextual understanding of the faculty culture, their work environment, and the issues that seemed most salient throughout the history of CCLE. These major themes were then used to inform the more in-depth analysis and exploration of the case studies in Phase 2.

We focused our efforts on the transcripts from Spring 1996 for two reasons: 1) it was the final interview for that year, so all participants (even Stage 1) had at least one year of experience with CCLE which gave them some frame of reference as to whether and how the process of CCLE may have applications beyond teaching, 2) unlike other semesters, this semester we specifically inquired about the different cultures in which they worked, as well as how they described their optimal work environment. There were a total of 26 interview transcripts from the Spring 1996 semester (15 Stage 1 and 11 Stage 2). By listening to the original tapes, and reading and coding the transcripts, a framework of major themes and codes was generated which served to inform the direction and nature of the case studies in Phase 2.

Phase 2-in-depth case studies

Case studies rely heavily on historical analysis (Phase 1) as well as direct observations and systematic interviewing (Yin, 1994). Trying not to limit the scope too early, the interview protocol was designed to encompass both general topical questions as well as a focus on issues directly related to the way CCLE had influenced specific areas of their work. Separate protocol were developed for each participant based on the framework developed in Phase 1 and reviews of their previous interviews.

The three participants chosen for the case studies were selected based on the following criteria: 1) based on personal knowledge of working closely with CCLE faculty, we knew that their

experience with CCLE had influenced their approach to work outside of teaching, 2) they represented a range of both size and scope of "CCLE-like" efforts outside of teaching (departmental, campus-wide, and national), and 3) they represented different stages of their careers (early, middle, and late).

Each of the three gave consent to be interviewed and included in subsequent publications. Several days before the scheduled interview date, each one was given a packet of information which contained a brief summary of key portions of their old interview transcripts, a brief summary analysis of early data, and a copy of the protocol with an explanation of the overall focus of the study. This was provided to allow them time to reflect on their past words and provide a first opportunity for feedback about the early analysis.

Phase 3-participant verification

As the data were analyzed, interpreted, and written up, drafts were given to the participants for their review, comments, and corrections. This provided an opportunity for the participants to review drafts of the analysis, enhanced the appropriateness of the interpretation, and increase the construct validity. The primary aim was not to verify the analysis, but rather to provide another source of input to identify misconceptions or gaps in our analysis. Identifiers were removed from the text, but the identities were still discernible based on context and detailed experiences. Therefore, provisions were made to allow all case study participants the opportunity to have final input into how they were represented in the final draft. Allowing participants to review drafts also provided insight into sections which may have been problematic for personal or political reasons, thereby addressing concerns about reciprocity.

For the most part, there were no apprehensions about the interpretations presented in the study. The participants felt as if the interpretations were reasonable and adequately captured their experiences. They felt comfortable with the way their stories were presented. Despite the removal of obvious identifiers, however, there were still some reservations about the ability to be identified in the final text. We discussed what structural changes could be made to alleviate the concern, and additional identifiers such as departmental structure, chronology of events, and gender were removed or changed. Identifiers were changed in a manner to minimize the impact on the clarity of the interpretation, while still protecting the anonymity of the participants.

Data analysis

The methods used in data analysis of an interpretive study are perhaps the most difficult aspects of a study to articulate because of the lack of consensus on specific methods to use, the multitude of sources from which the data were gathered, and the inductive nature of the work which relies on the emergence of concepts and phenomena as the research progresses. Several sources

(Marshall & Rossman, 1995; Glesne & Peshkin, 1992; Strauss & Corbin, 1990) indicate five general steps for data analysis:

- data collection (analysis is done simultaneously with the collection of data)
- organization of the data
- generation of categories, themes, and patterns
- searches for alternative explanations
- writing the report

Generating categories, themes, and patterns required full immersion in the data from the beginning. The main categories led to more specific themes which illuminated patterns of similar experiences among participants. During the interviews, the thoughts and experiences of the participants were heard, recorded, and summarized in field notes. It was clear early on that two main categories of stories were being told: those of personal transformations and those of larger scope changes in the surrounding environment. By simultaneously reading across several texts the data revealed themes which linked together common categories (e.g. camaraderie/collegiality, isolation and competition, multiple roles of faculty work, lack of/desire for support structures). As the data were further analyzed, themes were revisited to seek out subtle details and patterns in the data. These patterns illuminated the process by which the participants experienced change within themselves and on a larger scale (e.g. need to open up and educate self first, development of new language, understanding the process, structure, and value of collaboration, ability to articulate CCLE experience to others, attempts to diffuse ideas outward).

The final step came when writing the findings in the form of a dissertation (Carlson-Dakes, 1998). This helped crystallize the multiple ideas as they were articulated into a text. Below is a summary of the findings from Phase 1 of the study and two of the three case studies.

PRESENTATION AND DISCUSSION OF RESULTS

There are as many approaches to instigating change as there are people. Depending on the person, the people involved in the change, and the cultural norms and expectations, different approaches are more effective than others. For the faculty participants of this study, a very clear pattern emerged which reflected a way in which they were taking the initiative to lead a movement of change at many levels of the university organization. These are not stories of traditional hierarchical leadership styles creating drastic change agendas. Rather, they are stories of personal transformation followed by outward diffusion of ideas aimed at changing themselves, their approach to work, and the culture of the environment in which they work.

Phase 1-Contextual study of historical data

The main themes from Phase 1 affirmed the literature that characterizes faculty work as competitive and isolated with inadequate time and training to complete the fragmented tasks of a heavy workload.

> My job here is to teach, but it's also to run a world class research program, and I can't do both at the level I would like to do it - period. I run a group of 10 people, budgets and research groups, hundreds of thousands of dollars a year. I have to pay all these people, so I'm running a little business, teaching these courses, and doing my responsibilities to the discipline. I have no training in teaching or business. *(Stage 2 participant)*

This leaves many faculty feeling frustrated and searching for collegial support to assist in filling the voids. The organizational structure of traditional faculty work today is based on industrial models of mass production and efficiency from over 70 years ago. These models don't allow for the time required to develop collegiality and collaborate on projects (Damrosch, 1995).

> I don't feel that there is a lot of sharing and there appears to be a tremendous amount of competition. Unfortunately I think the competition tends to generate isolation rather than interaction. *(Stage 2 participant)*

> I've had an interest in something like [collaborative teaching], or I saw how it could improve the overall [department], and I've been told to focus your attention on things that matter to your tenure case. Yet I know that if everybody had more of a collegial spirit about things, that really want to improve the [department], really want to be more involved with and more interactive with, it would be a more dynamic and fun place [to work]. *(Stage 2 participant)*

Faculty are left with a difficult dilemma of wanting to do more, but because of the external pressures to conform to the accepted ways of the dominant culture, they are told that it either can't be done, or shouldn't be done. The dilemma of personal desire for change, which conflicts with the institutional pressures and reward structure poses a "chronic problem" for many.

> I'm over-committed. I really don't ever have much time for myself. That's a *chronic problem*. So I'm doing some soul searching about what I want to do with the rest of my professional life. Do I want to back off on the commitments I have in running the research laboratory? Am I willing to face the consequences of that which are considerable? So that's sort of a mixed blessing that came out of [CCLE]. I'm excited about what could be done. And I'm worried about, and scared in a way, about what this means. I don't think it's possible for me to act on what I've learned without rearranging some other significant part of my professional life. *(Stage 1 participant)*

After experiencing the collaborative nature of CCLE, it is common for CCLE faculty to be, "left [with] a sense of frustration and a feeling of inadequacy in that I now am fully aware that I could do much better, and then in essence I choose not to. [That leads to] very high levels of stress."*(Stage 2 participant)*

Moving out of the existing environment requires that something be given up. "I'd like to sacrifice a little bit in productivity and have a little more camaraderie," says one Stage 2 participant.

CCLE provides an opportunity for faculty to create space for movement, and a support structure to continue efforts in a safe environment.

> [CCLE] has very supportive interactions and I've met the most progressive thinking people. It's kind of like a haven where I can actually explore these things in a safe place with people. It's the only place you can go to and think you can actually do these things and make a difference. It's a very good essential place, because without that, none of [my rejuvenation about work] would have happened. *(Stage 2 participant)*

As more faculty develop a common experience in a safe environment, their apprehension toward change diminishes, support for new approaches increases, and faculty begin to lead efforts for change. The result is a diffusion of new ideas with no overt proclamation of a right or wrong way to approach work- just a different way.

> One of the things that I think might be surprising to you is that there is almost a diffusive nature in what you're doing in CCLE just through interaction with colleagues. *(Stage 2 participant)*

The desire to share the experiences of a successful collaborative effort with others is a step in the direction of a united learning community across campus. It is evident from this research that there is desire and potential to build on existing momentum of the program and facilitate further diffusion of new ideas to non-teaching faculty roles. A Stage 1 participant proposes that this type of collaboration, "should be cultivated just for the sake of putting together new combinations of people in institutions." As each person individually grows and develops, the networks of colleagues grow toward a core of faculty with common experiences, languages, and interests. The expanding core and outward diffusion can ultimately result in larger scale transformations at all levels of the institution.

> I think it's interesting that there is going to be this shift that the whole institution is going to have a much more integrated view of the mission. There are people backpedaling as hard and fast as they can. They're just resisting every change. But then there's also a lot of people who are thinking hard about it and slowly edging us towards needed reorganization. *(Stage 1 participant)*

The people "slowly edging us toward needed reorganization" are the leaders of a movement toward reform at this institution. Three of them were selected for the case study portion of this research, two of which are presented below. These two individuals are building on their own positive experiences with CCLE and personal development, and taking efforts into other venues of their work with new colleagues and new collaborations. Three main themes will be used to tell their stories about the process through which they went: developing a personal awareness, articulating the process of collaboration, and expanding the scope of their collaborative efforts.

PROFESSOR BAILEY ROBERTSON

Theme 1: Developing a personal awareness

Professor Robertson is a recently tenured faculty member in a large department in the physical sciences. To date, he has participated in CCLE for three years as part of a Stage 1 team,

and each type of Stage 2 team. He was initially drawn to CCLE because he, "came into this job with no training in teaching", and he wanted "more of the things I do to be in teams. I dislike the antagonistic, competitive environment that comes up [in my department]."

The nature of the competitive, isolated environment is perhaps best illustrated by his secrecy surrounding his participation in CCLE. In his first year with CCLE as a junior faculty member, he was reluctant to divulge to his departmental colleagues that outside of the department, he found it, "valuable to have a group of people with whom you can, as equals, discuss some of these issues [about teaching]. I don't say what I think at the departmental level. I will speak up once I get tenure about things that may not be quite as comfortable."

Ever since his initial involvement with CCLE, Bailey has expressed interest in creating changes in the curriculum and the overall departmental culture. He was concerned about the direction his department was taking, and felt as if his experience with CCLE was at least part of the answer to putting things on the right path. As his personal awareness of the issues surrounding teaching developed, he began thinking about issues on a larger scale. His focus turned from personal interests to more global development.

> I was personally interested in educating myself in ways that I hadn't previously had the opportunity to do, and I found [CCLE] very useful in that respect. It's exposing yourself to ideas with which you may not be entirely comfortable. You sort of have to step back from your preconceived ideas and start from scratch.
>
> For the department, it's much more complicated [than CCLE] because you have so many more different ideas and no history of compromise...I liked the whole process of creating a learning diagram [in CCLE]...we could reach consensus. I'm not sure I know how to run a department like that though. *(Stage 1, Interview 3)*
>
> I think that there's other aspects of our faculty jobs that need to also be nurtured in the way that CCLE nurtures our teachers...there are lots of people who are really, really bright, brilliant people, but who don't always have some of the personal skills they need to negotiate the complexity that's currently involved in running research groups, getting grants, and coping with some of these other things. *(Stage 2, Year 2)*

Theme 2: Articulating the process of collaboration

Although he wanted to move his ideas to the next level, he did not introduce his ideas to the department until he had developed them more clearly in his own mind, and had the opportunity to test the waters in a safe place. In CCLE, he was able to share ideas and speak more openly than he could in his department, and he had a safe "trial ground" in which he could test his ideas. As he reflects on the process, he begins to articulate the elements of the collaborative process which made it such a valuable and unique experience.

> CCLE really drew my attention to the value of this ongoing group approach to talking about things. We can learn from other people, but what we do instead is isolate ourselves in our offices, and don't connect to the other people. And as an assistant professor that's very

frustrating, because you feel like you get dropped down in the middle of this environment where you have no training.

My suspicion is that all of us feel inadequate relative to certain aspects of our job, and we never discuss those things with other people. And that's what CCLE does, right. It takes an area where people feel very inadequate that they have no training, and provides a safe environment in which you can discuss this with your colleagues who aren't making any value judgments on you.

CCLE is a nurturing sort of set-up where I think pretty much everyone feels safe in putting out whatever they think, and it may be different from what other people think, and that's okay, that's sort of what you get out of that first year. *(Stage 2, Year 3)*

After he got tenure, he reflected on the difference of now being able to articulate his innovative ideas as opposed to feeling the need to keep them private.

I will not participate in [curriculum reform efforts] until after I've given myself the grounding that I think I need before I can even think about changing this. Because I think, there have been various attempts to reform [disciplinary] education at various points in time, and a lot of the things have been very interesting, and very good, but none of them have stuck. I think you have to start from the right place. *(Stage 1, Interview 2)*

It clearly makes a big difference to have tenure in terms of the perspective. Certainly the ability to say and do things changes dramatically. I now feel more comfortable to speak up in a way that I never did previously. *(Stage 2, Year 3)*

Theme 3: Expanding the scope

He now felt ready to move beyond himself and begin expanding his ideas outward toward the organization. As he had conversations about his ideas with colleagues, particularly with a former chair, others began to realize the potential value of his input on the undergraduate curriculum committee. He was asked to be a part of the committee, then asked to chair it. His patience and timing had found him a place to expand his ideas into a much larger scope.

I had an interesting experience. I bought the entire undergraduate curriculum committee a copy of this ASHE [Association for the Study of Higher Education] report, and passed it out to them. Some of them can't really read the material. That's something that never occurred to me that I was always someone who was equally facile in the social sciences and humanities and the sciences. Not everyone, particularly [one] who is in the sciences is able to read some of the material that I probably read. Now, maybe it is because I had spent a year reading [about these issues in CCLE] and I was much more comfortable with reading the material. Without that preparation, my colleagues can't understand what this book is saying into a larger context. *(Stage 2, Year 2)*

Although his initial efforts to expand may not have gone very smoothly, he continued to pursue his ideas in an effort to overcome the inertia of the traditional way of doing work. He knew that attempts to overcome inertia without first laying the groundwork for understanding *why* things need to be changed can easily lead to frustration and misinterpreted objectives. Therefore, he began by trying to develop an awareness of the issues with the other members, much like the first step he took in his own personal journey.

> Anything you attempt to change, be it the research culture of the department, or the undergraduate curriculum committee, there seems to be a huge amount of inertia. Particularly [among] the people who've been doing something for a very long period of time. You have to balance respect for the tradition with the advantages of maybe some new thinking. *(Stage 2, Year 3)*

As his influence expanded outward to other colleagues on the curriculum committee, he had plans of not only producing a product (i.e. changes in the curriculum), but also changes in the structure of how the committee operated. Rather than taking the traditional role of the chair of the committee, he decided to take the role of active facilitator. This posed some major challenges because not everyone was on board with the same goals for curriculum change, and it was difficult to gain acceptance of the different structure of the committee. He proposed that they would meet every week and have structured activities and readings to help take them through the process of group work and subsequent curriculum reform.

Initially, the global issues of curriculum reform were too large to tackle without some structure. He began with a smaller task to get the group started and to develop a comfortable working environment to cultivate positive working relationships. Only then would they move on to the larger issues of curricular reform. He quickly realized that the dynamic of creating change in the curriculum committee was fundamentally different than that of his CCLE team. When they were faced with a different approach, and their traditional roles were modified, it created a level of discomfort which was frequently resisted.

> I felt one of the things that's important with CCLE is the idea that you meet all the time, you're meeting on an on-going basis, so you get to know the people and then that sort of facilitates functioning together as a group. But [in CCLE] you've done that completely voluntarily.
>
> What I get in the undergraduate curriculum committee is a group of people who've been assigned to me. What I'm doing is taking a group of people who aren't necessarily self-selected and trying to get them to buy into the process. *(Stage 2, Year 3)*

The value of the different structure and approach Bailey took with the committee became evident as they began to see the difference in the nature of the output.

> The chairman, for example, at the very first departmental meeting, said something about [our progress]. So the committee has a higher visibility than some other committees in the department as a result of that. *(Stage 2, Year 3)*

It has been recognized that the approach this committee has taken is not just one of structure and logistics, but one of functionality. They have transformed the function of the committee from one that just met to deal with crisis issues to one that creates policy, change, and a more holistic vision for their curriculum.

> Our mission is to increase knowledge. You can do it in a variety of different ways. This is this whole thing with the teaching versus research. I'm not always sure that has to be there. *(Stage 2, Year 3)*

PROFESSOR CALEB MICHAELS

Theme 1: Developing a personal awareness

Professor Michaels is an established tenured engineering faculty member in the middle of his career. He works with a multi-million dollar research program where he interacts very closely with a group of faculty who have also participated in CCLE. He has been an active part of CCLE since its inception five years ago and has been a part of each type of team CCLE has offered. In addition to his high profile as a researcher, he is quickly developing a reputation on campus as one of the leaders in teaching and learning initiatives. His work with both the divisional committee (primarily responsible for reviewing and approving tenure packages), and AAHE's Peer Review of Teaching project have given him the opportunity to work closely with, and have an influence on important decisions which may impact the future direction of the university.

As a faculty member, he feels as if he is, "in a reasonably good position [to instigate change], but even many faculty have kind of limited exposure to alternatives. We tend to think and discuss in the known terms." *(Stage 2, Year 4)* Coming to the table with an open mind to hear other perspectives is critical for individuals to create a personal awareness of the issue at hand.

> It's easy to keep making the same choice over and over again and never realize that there are other possibilities. *(Stage 1, Interview 1)*

> What [CCLE] is really about is about rethinking for yourself, learning from other people. But the main product is not this [learning diagram at the end of CCLE]. It's the changes that have occurred in you. *(Stage 2, Year 5)*

He was an early skeptic about the benefits of collaborative work, but with an open mind and repeated experiences with collaboration, he developed a "faith that the process will work."

> [Collaborative learning] seemed like a pretty iffy proposition in engineering. But the repeated exposure, and opportunity to talk to other people about it, try a little myself, have little successes, all built up to a point where I feel comfortable that I can structure [activities] that are going to be perhaps very successful. *(Stage 2, Year 4)*

In the five years since his first involvement with CCLE, he has evolved into one of the strongest advocates of CCLE and collaborates with colleagues in many aspects of his work. As he reflects on his progress over the years, he highlights the importance of developing his own awareness of issues before he felt comfortable moving beyond himself to larger scope ideas.

> I guess five years ago, the focus of what I thought I was doing was largely thinking of changing [myself]. Over the years of being involved with CCLE and talking to a lot of other people, I've seen other perspectives on not just how this might be a personal change, but how it might be a change for a large group like a department, a college, or however big you want to make this. *(Stage 2, Year 5)*

Theme 2: Articulating the process of collaboration

As he developed further, his "faith" in the process was complemented by an *understanding* of it. Experiencing a new approach is one thing. Being able to understand what happened and

articulate it to others is quite another. Many innovative ideas are left as ideas without implementation because of an inability to communicate with others at an appropriate level. Caleb understood this and worked to understand the process from the perspective of others so he could effectively communicate with them.

> I think it is hard to feel particularly unified because it's hard to get a conversation where everybody is speaking the same language. So I think that's one of the things that's different, is just the experience levels with this particular topic, tend to be quite different. *(Stage 2, Year 4)*

> I've gotten a little bit better at understanding where I am, and maybe I can explain that to other people better. This is the way I look at this particular topic. I understand that you may think about it quite a bit differently, but I want to tell you not only how I think, but how I came to think what I think. *(Stage 2, Year 5)*

Through the years, he has developed himself as an articulate communicator and advocate for his approach to work. Because of these communication skills, he is now better able to communicate with colleagues at levels which they were previously unable to reach. Rather than conversations being misinterpreted, or shut down altogether, he now hears a new language being spoken in the department, and new beliefs are being revealed about the nature of their work.

> Overall, I think the culture is changing, but slowly. Even if that subtle distinction is language, it becomes widespread. That kind of reflects a change of thinking which seems small, but I think in fact is really quite large. *(Stage 2, Year 4)*

> I would guess that maybe as much as half of [our] department has at one time or another been involved in CCLE. And I think that kind of shows. It shows in the kinds of group products we can produce that I don't think we could have produced before. There just weren't enough people who really believed that group processes produce anything. *(Stage 2, Year 5)*

Because of his experience with collaborations within his department, he has developed comfort and an understanding of the process of collaboration, and familiarity with how to implement similar efforts in other aspects of his work. These changes are very prevalent in his work on the Peer Review of Teaching project, and with his recent placement on the divisional committee. These efforts represent places where the collaborative process has "infiltrated" where he never expected.

Theme 3: Expanding the scope

The Peer Review of Teaching (PROT) project is perhaps the clearest examples of how Caleb was able to use his experience and communication skills to articulate his approach to a group of colleagues without a common experience of collaboration. The PROT has a similar structure and philosophy of CCLE teams. A major difference is that with the exception of Caleb and the facilitator, the team consists of non-CCLE faculty.

> I wouldn't say we had a difficult start, but eight very different people with very different backgrounds and different ideas, how realistic was it that we were going to form this cohesive group which we all seem to think we had to be, and come up with something that we were all going to really be enthusiasts for?

> [It was a little frustrating for me at the beginning.] I was probably happy to say, "Well, this is going to work, let's just go." Others probably were less ready to say that. So I guess I see more of a reluctance to really put faith in. We don't know where we're going, we don't know what the outcome will be, but we're pretty sure it's going to be something fairly constructive. *(Stage 2, Year 5)*

Reluctance and hesitation do not mean that the process cannot work and cannot take hold in a larger setting. If anything, this reinforces the notion that the starting point for the expansion of ideas should be aimed at developing a personal awareness, and providing a non-threatening introduction to a new process. Trying to move too many people too quickly creates more tension and resistance.

Although they struggled early in the process, they were able to develop a common understanding and make significant progress toward their common goal. In fact, almost two years after the team was formed, they continue to work together and have entered the phase of the project where they pilot their product on campus and expand their impact even further.

The characteristics of the process by which the PROT developed is representative of other efforts of CCLE faculty across campus (e.g., Bailey's curriculum committee). By understanding the process of change, people are better able to accept the changes more easily and make more appropriate decisions.

> [We must] identify the individuals that are most intimately involved in the process. If you have some notion of what the process is, if you have some idea of the decisions being made, now you're in a position to make different decisions. *(Stage 1, Interview 1 & 2)*

If a group of motivated people is willing to volunteer a significant amount of time to rethink their attitudes about an issue, it is helpful to have a defined structure with defined activities on an ongoing basis which takes them toward their common goal. Internal motivation can only take someone so far if they don't have support from others, continuity in the effort, and frequent signs of progress. Deep and significant change takes time and patience, and requires many iterations through the cycle of change. Each time through, the issues are revisited at deeper levels.

> I think even the early adopters [of an innovative idea], as enthusiastic as they might be, need that kind of continual, I guess I'll call it nourishment, to keep them enthusiastic and moving. There's a need for faculty development that provid[es] those who even already are enthusiasts with a constant source of new ideas and encouragement in as many forms that that might take, to keep up with what they're doing. *(Stage 2, Year 5)*

His influence has recently reached into the divisional committee which reviews tenure cases. He is relatively new to this group, but already has thoughts about how it could operate differently to incorporate some of the ideas which he has found to work in other settings. Early on, he learned how the divisional committee worked in the past, and realized the possible limitations of their traditional mode of operations. The committee was purely product driven, and the *process* of arriving at the product was secondary. Rather than "launching into a tirade" about his different

approach as he may have done in years past, he took a more patient approach to creating an awareness of his ideas. He realized that for many, it would not be easy to understand the idea that the *process* may be as important (if not more important) than the product. Therefore, asking people to focus on the process of their work and put the product aside for a moment is asking them to put themselves in a very uncomfortable situation - one which goes against many of their core beliefs in the way work should be approached.

> If you're in the [divisional committee] and some nut like me says, "You know, we really ought to work more effectively as a group", you'd say, "Why? We vote...can make decisions, tell what we're supposed to do. We do thumbs up, thumbs down. What is the problem?" And in a sense they're right. You have produced the deliverable that you're assigned to produce. I think [having a deliverable] helps draw people in, but in a certain sense it's an impediment because it makes it appear that the group is very successful at what it does because they produce deliverables even though the quality of deliverables produced would be quite different with a different group process.
>
> But if the real goal of the group is to say, "Look, we want to be an effective *group*, not just a collection of individuals who votes," then somehow we need to build in some activities that say this is an opportunity for us [to be more than a collection of individuals]. Let's all contribute to some document, some fixed thing that we want, and in the process of contributing, not only do we get the outcome we wanted, but we also give and take a lot. We begin to build this kind of connection with each other that we don't get when we just come, pull out a chair, sit down, and get right to work. *(Stage 2, Year 5)*

To generate these discussions would entail a fundamental shift in the way the committee is structured and its overall function. These shifts cannot come too quickly, and cannot come all at once. Timing and patience are critical elements in determining the appropriate point in the process to suggest new ideas. Otherwise, they will be met with, "Oh, forget it."

Just like Bailey who changed both the structure and function of the curriculum committee, Caleb's ideas about ways to change the structure of the divisional committee go beyond the logistics of their meetings. They reach deep into the overall function that the committee serves, and the direction in which it heads. Their ideas are just a few that reflect a fundamental change in the way work is approached and how decisions get made at a complex institution.

A MODEL FOR CREATING A SPACE FOR MOVEMENT

As the problems and pressures of higher education change and become more complex, there is a need for transformational notions of leadership to create change. Leadership need not be confined to the traditional definitions which necessitate formal placement in a position of hierarchical authority. Rather than leadership being a solitary, individual approach, it can also be - and we feel in many instances should be - a collaborative effort which involves collective actions taken by a group with common values, interests, and approaches. These collective actions take the form of a movement toward change. The collegiality and social support networks that develop benefit both the individual and larger scale aspects of organizational functioning (Williams & House, 1985).

As faculty continue to develop themselves, and a core of supporters of the movement grows, their scope of ideas of what needs to change grows. The possibilities of *how* to change also expands to include new solutions to new problems. This research has led to the development of model which depicts the nature of the movement through the phases of organizational change discussed above (See Figure 2). The detailed discussion and the characteristics of each aspect of the model are also summarized in Table 1.

The model depicts a process that begins at the individual level at the center of the model. A core of *early innovators* develop a personal awareness of an issue, explore their ideas in a safe *working group*, and begin to diffuse their ideas outward by finding *new recruits* and forming *second generation working groups*. Details of each step in the process are given below.

Early innovators

We feel that the process of organizational change begins with the individual and incorporates a continuing cycle of progress through the group and organizational levels. The early innovators represent the individual level and starting point in the process. They are the isolated individuals whom, as Palmer (1992) describes, stop living "divided lives" and plant the seed which grows into a source of continued stimulus for themselves and others. Their visionary approach, motivated spirit, and ability to remain open minded about new directions are critical characteristics of this initial core of people. They are typically well established members of the institution who have the opportunity and the willingness to take risks with their innovative ideas.

In addition to a few established people with open minds, visions, and motivation, there must also be a support system, or a safe group in which they can continue their personal development. CCLE is one model which we have found to work to give structure for these groups of individuals to gather, discuss, learn, and develop in a supportive environment. This research has shown that the defined structure and activities of CCLE work for certain individuals, and result in sustained and growing change at the individual and organizational level. To move to the next stage of the process, a support structure must be in place which is both available and appropriate for early innovators to be invited to form initial working groups.

Working groups

The working groups gather to learn, explore, and build community. We have found that these groups should be voluntary and relatively small (7-8 people), who meet frequently for an extended period of time (weekly for an entire year). The groups should also be as diverse as possible. The diversity enhances the content of the discussions, the creativity of the ideas, and the number of perspectives represented. An outside facilitator helps provide structure to the activities, and can

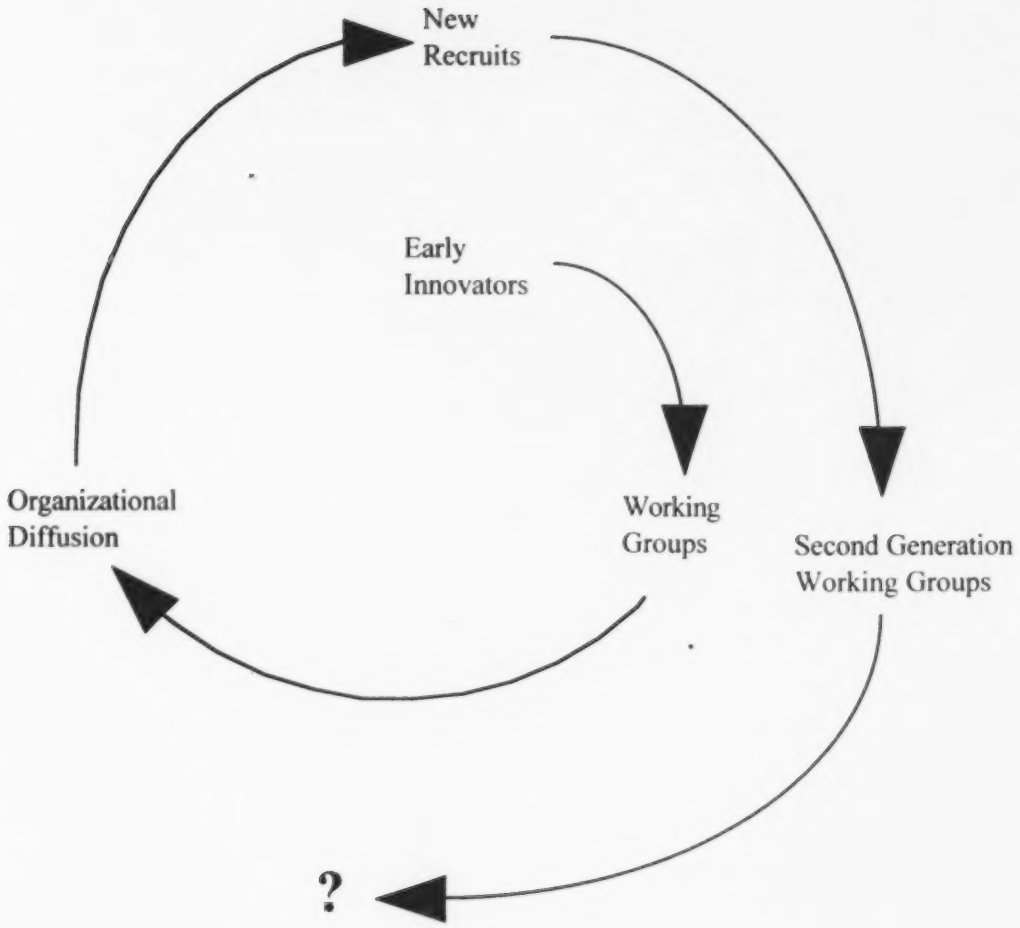


Figure 2-The cycle of the movement approach to organizational change

serve as the "task master" or target of frustration which takes the pressure off of the participants who are then able to focus their energies on the work of the team.

It is helpful if the participants have a common awareness of the critical issues they will address in the team, are open mind, and are willing to step back and to learn about themselves and others. Ground rules set early in the process help articulate the goals and objectives of the group, and encourage constructive interactions. Subsequent activities which start relatively small in scope and are directed toward a common goal give continuity to their work, and time to learn how to work together. Activities designed to be challenging for the participants, and which continue to grow in

scope toward the larger context of the common goal help keep participants interested, motivated, and engaged with the team.

As the participants engage in deep conversations, complete various activities, and learn critical collaborative skills, they become familiar with the process of collaborative work and become comfortable with taking some of their ideas outward to a larger audience. Though individual development is not abandoned, at this stage, they move from a focus on individual improvement to a view of a collective movement toward change. We see this process unfold as they maintain a focus on improving their individual teaching in the context of the overall learning environment of the campus. The satisfaction they receive stems not only from their personal achievements, but also the satisfaction they feel as they see changes in others, and improvements in their surrounding environment. This serves as continued motivation to take the experiences further and diffuse their new ideas beyond their working group to a larger audience.

At this stage, the process has come full circle and the cycle begins again. The initial working groups have nurtured the growth of its members who have begun articulating their ideas to groups of "new recruits." The new recruits expand the community and form second generation working groups to continue the movement.

Before the expansion to a larger context, however, it is important for the "early innovators" to have a sense of security that there will continue to be opportunities for them to have support as they move forward. Without that security in place, innovative change has a much higher risk associated with it, and apprehension to move forward may stifle the effort.

Diffusion to the organization

The early innovators created necessary spaces in their lives and in the organization to initiate "second generation" working groups. These groups are based on the ideals of the first generation groups of early innovators, but differ in several important ways which change the dynamics of their work. First, the structure of these second generation groups are variations of the structure defined by the previous experiences of the first generation groups. For example, Caleb's Peer Review team and the Bailey's undergraduate curriculum committee were based on the model and structure of CCLE, but took on different tones because of their own interpretation of the process and the different environmental conditions of the new group.

Second, the second generation groups likely consist of individuals who may not be as inherently motivated toward the movement as the early innovators. They may not have volunteered to participate as did the first generation, but were rather "placed" there, or were tangentially related to the project as it took on a new look. They also have likely not been exposed to this type of collaborative work before. The new teams may also be less diverse because many of the second generation efforts exist within departments rather than cross-campus initiatives.

Third, the role of the facilitator may change in many second generation groups. Rather than an outside facilitator, the early innovator who has instigated the new initiative may be both an insider (e.g. departmental faculty, existing committee member) *and* a facilitator. They are in the difficult position of working to nurture the development of others while continuing to function as a group to produce the desired outcomes. To play both roles, they must be patient and take time to work through the existing departmental politics and the frustrations associated with allowing others to learn the process. Recall Caleb's early frustration with the Peer Review group as he waited for others to convince themselves of the value of the collaborative process. This helped them develop a common purpose which allowed the team to move toward their desired goal, rather than blindly following a process which would later be resisted.

> If I get my memory to work, I was in their position not that long ago. Hopefully I could remember that that's not an easy trip to sit down at a table and suddenly get to the place where others have been. *(Caleb, Year 5)*

As this stage of the process evolves, the new recruits discover each other and become part of a larger community. Similar to the early innovators, they also begin to realize that they do not have all the answers they thought they had, and they learn about themselves as they question their underlying assumptions and the assumptions of the institution. A space is created in which movement can occur within and between individuals and the core of supporters of the movement continues to expand. The expansion brings recognition and exposure, and the new recruits cycle through the process just as the early innovators did in the early phases of the movement.

This brings us as far in the process as our current research has taken us. Table 1 summarizes the above discussion and highlights bullet points which characterize each phase of the process. What happens beyond the diagram is yet to be seen and is represented by the large question mark at the end of the cycle. We feel confident, however, that as long as there exists a support structure to continue to nurture the growth and development of motivated individuals in the movement community, the process will constantly develop and grow. The core will continue to grow, and the innovative ideas of today become the embedded norms of tomorrow. New "early innovators" emerge who build on existing efforts, or branch off in entirely new directions to begin the process all over again.

In reality, the process is by no means as clean and linear as the models and above discussion would lead one to believe. In fact, it is incredibly non-linear and complex with multiple time scales and simultaneous levels of development. When building on these ideas, and attempting to transfer them to other settings, it is critical that efforts are made to understand the local context and seek out the complexities of the process which may be lost in this summary.

CONCLUDING REMARKS

Improvements in the quality of working life cannot arise by doing the same thing, the same way, all the time. This study has been an attempt to understand a new way of approaching changes in faculty work to create positive movement both individually and organizationally. We have concluded that a collaborative approach to personal development can be the stimulus for continued efforts to change an organization. The development of social structures that build community among isolated individuals is a major step in the direction of short-circuiting the alienation and competition built into the existing structure of academic life.

The process of studying the nature of change in a complex organizational structure is both enlightening and frustrating. One side says it would be much easier if everybody moved in the same direction and worked collaboratively. The other side reminds us that the diverse approaches of individuals and the differences that exist among all of us are what make life so rich and dynamic. No single movement could, or ever should be so pervasive that it results in total transformation of an entire culture. What would be encouraging, however, is if the culture became open and receptive to multiple movements in various, non-competing directions which created a culture of acceptance, respect, and safety in which each individual could thrive.

Table 1: Summary of Findings

Early innovators-*a few early innovators stop living "divided lives" and have an internal desire to create movement. At this early stage, they may not know how to move to action, or have the right channels to move to action.*

Characteristics of early innovators

- visionary
- open-minded
- highly motivated
- well established in their career
- willing and able to take risks
- understand the time commitment required for change

Key elements needed to take movement to next stage

To move to the next stage of the process,

- early innovators must be aware of available opportunities to help them "discover" and develop a working group
- invitations to participate should be open to all interested individuals
- enough people need to come together to create an initial working group

Working group-*a working group provides a structured place for interested individuals to gather, learn, explore, and build community. At this stage in the process, the movement is still young and consists primarily of early innovators looking to do more.*

Characteristics of working groups

The working group should be:

- voluntary
- relatively small (7-8 people)
- as cross-disciplinary as possible
- facilitated by an "outsider"

It is helpful if participants:

- have a common awareness of a problem
- are open-minded and willing to learn about themselves, new approaches, and new perspectives

Their work should be characterized by:

- frequent meetings over a long period of time
- constructive interactions in a safe environment
- opportunities for each member to convince themselves of the value of the work rather than others trying to convince them
- exposure to outside sources of information

Their specific activities should:

- be directed toward a common goal
- allow adequate time to learn to work together
- start relatively small in scope, then expand
- challenge the participants

Key elements needed to take the process to next stage

To move to the next stage, the participants need to:

- realize that this is a long term process
- have developed an understanding of the process of collaborative work
- have developed a deeper awareness of the key issues regarding the movement
- feel a sense of ownership of the group work
- have moved from a focus on individual improvement to a view of collective movement
- have the desire to take their experiences forward and diffuse their ideas outward to a larger audience
- have the decision making ability AND the skills and training to know what to do with that ability
- have a sense of security that there will continue to be support structures for them as they move outward

Table 1 (continued)

Diffusion to the organization-*as the early innovators develop and are ready to diffuse their ideas to a larger context, they take on efforts in new venues, with new goals, and new people. This represents early stages of the diffusion outward from the core of early innovators to a new population.*

Desirable characteristics of the organization
To facilitate the acceptance of these new ideas and efforts to create movement, it is helpful if the organization has:

- an understanding of the value of a long term commitment to change
- key individuals who are open to change
- multiple opportunities for development comprising different structures and approaches
- an ongoing support group available for continued nurturing of interested individuals

The ongoing support group should have a(n):

- common goal and commitment to the movement
- common experience in which they learned how to communicate with each other in a common language
- outside facilitator to continue the work from the first generation

A new concept of "leadership"
The early innovators take on a "leadership" role in these new efforts as they are expanded. This role is characterized by:

- having a long term commitment to the process of collaboration and change
- facilitating the work of the group and working to nurture the development of others while continually developing themselves
- having patience to learn about others before trying to change them
- possessing an ability to communicate with "beginners" and "advanced" participants
- beginning slowly without trying to move too many people too far or too fast

Characteristics of second generation working groups
Second generation working groups grow within the organization which are based on the ideals of the first generation, but differ in that they:

- will likely be variations of the structure defined in the first generation working groups
- may consist of individuals who are not as inherently motivated toward the movement as the early innovators
- may not be as cross-disciplinary as the first generation
- may have one of the "early innovators" as a facilitator rather than an outside facilitator

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